

SPANISH 3 DLI H

Unit 3	<p>AP Theme(s): Personal and Public Identities</p> <ul style="list-style-type: none"> Personal Interests & Daily Life 	<p>Learning Oriented Assessments:</p> <ol style="list-style-type: none"> Quick writes & reflective journal, Interpersonal Situation Cards, Interpersonal Speaking-Academic Language, Cultural Comparison, Cortometraje/Flashcultura, Independent Reading (student choice) <p>Unit Integrated Assessment: Personal Narrative</p> <ol style="list-style-type: none"> Interpretive Reading- poetry a.) Persuasive paragraph b) Personal narrative 	<p>Estimated Time: 5-6 weeks</p>
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Proficiency Target = full control within Intermediate Mid

- ★ Create with language (adapt learned material to express personal meaning)
- ★ Ask and answer questions
- ★ Deal with simple social situations
- ★ Topics focusing on “me”
- ★ Use of discrete sentences and strings of sentences
- ★ Full control in present tense, partial control in past and future tenses

...plus scaffolded practice with Advanced level texts and tasks



Essential Questions:

Who am I and how does one’s identity change?

- How do people’s identity change between public and private settings?
- How is a person’s identity affected by cultural perspective and language?
- How does my daily life compare to daily life in Spanish-speaking countries?
- How do global perspectives and language influence or shape cultural identities?
- How do my personal relationships affect my daily life?

Cultural Competencies:

Products:

- La siesta
- Self-portraits
- The Royal Family of Spain
- Daily shopping
- Advertisement

Practices:

- Proper use of register (Usted and tú)
- El paseo

Perspectives

- Franco and the effect of the dictatorship on freedoms
- Tradition versus modernity (e.g. Maintaining a royal family within a modern democratic system in Spain)
- Private versus public identity
- Language of respect

Utah World Language Indicators		Student Learning Targets
Interpretive Listening	IH.IL.1: I can easily understand information or interactions.	- I can read and summarize the information on a graph or infographic.
	IH.IL.2: I can understand a few details in ads, announcements and other simple recordings.	- I can understand an advertisement, and summarize (written or oral) how the product claims it will help me or provide a service to make my life better (e.g. p.99 commercial).
	IH.IL.3: I can sometimes understand situations with complicating factors.	- I can understand the plot of the short film "Adiós Mamá" by writing a description of the events in the crime that was committed (e.g. fill out a police report, list events with words of order, narrate the event).
Interpretive Reading	IM.IR.1: I can understand simple personal questions.	- I can ask and answer questions describing everyday life in my own culture (e.g. El arte de la vida diaria, p.117)
	IM.IR.2: I can understand basic information in ads, announcements, and other simple texts.	- I can understand the details of an advertisement. (p. 99)
	IM.IR.3: I can understand the main idea of what is read for personal enjoyment.	- I can write a response to the narrative read, expressing my opinion of the writer's experience.
	IM.IR.4: I can read simple written exchanges between other people.	
Presentational Speaking	IM.PS.1: I can make a presentation about my personal and social experiences.	- I can narrate a story in the past, using a series of images or drawings as visual aides.
	IM.PS.2: I can make a presentation on something I have learned or researched.	- I can compare an important government figure in Spain (e.g. Franco and the curent Royal Family) to an important person in U.S. history (AAPPL task)
	IM.PS.2: I can make a presentation about common interests and issues and state my viewpoint.	- I can present some characteristics of my public versus my private identity (e.g. how you act at home versus how you act at school with friends or with teachers).

Presentational Writing	IM.PW.1: I can write on a wide variety of familiar topics using connected sentences.	- I can write a personal narrative (e.g. p.119 !A Escribir! Una anécdota del pasado)
	IM.PW.2: I can write short reports about something I have learned or researched.	- I can write a response to the narrative read, expressing my opinion of the writers experience (e.g. response to Rigoberta Menchú; Autorretrato)
	IM.PW.3: I can compose communications for public distribution.	- I can compare and contrast shopping practices between the target culture and my own culture. - I can write about daily life as depicted by Diego Velazquez in the paintings in the reading selection, "El arte de la vida diaria."
Interpersonal Speaking	IM.IC.1: I can start, maintain, and end a conversation on a variety of familiar topics.	- I can compare an important government figure in Spain (e.g. Franco and the current Royal Family) to an important person in U.S. history. Tell a story about a historical figure. (AAPPL task)
	IM.IC.2: I can talk about my daily activities and personal preference.	- I can ask and answer questions about daily life as depicted by Diego Velazquez in the paintings in the reading selection, "El arte de la vida diaria."
	IM.IC.3: I can use my language to handle tasks related to my personal needs.	
	IM.IC.4: I can exchange information about subjects of special interest to me.	- I can tell my partner about myself, my interests, and how I perceive myself.
Cultural Products and Practices	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	
	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	- I can compare and contrast (orally or written) shopping practices between the target culture and my own culture.

Cultural Perspectives	I.CP.1: I can describe some basic cultural viewpoints.	- I can explain the difference between tú and usted and use each properly in communication.
	I.CP.2: I can make some generalizations about a culture.	- I can make generalizations about life under the Franco dictatorship and compare them with life under the current Spanish monarchy.
Cultural Interaction	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	
	I.CIA.2: I can recognize and refer to elements of traditional and pop culture.	- I can make generalizations about life under the Franco dictatorship and compare them with life under the current Spanish monarchy.
	I.CIA.3: I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.	

Visual Sources (e.g. art, photos, infographics, charts):

- *La siesta* (por Oscar Sir Avendaño 2010, p. 110)
- **Autorretrato con pelo cortado** (1940 Frida Kahlo, p. 112)
- Advertisement (p. 99)
- **"Las Meninas"** http://upload.wikimedia.org/wikipedia/commons/9/99/Las_Meninas_01.jpg **versus "Vieja amigo huevos"** [http://upload.wikimedia.org/wikipedia/commons/5/52/VEL%C3%81ZQUEZ_-_Vieja_friego_huevos_\(National_Galleries_of_Scotland,_1618._%C3%93leo_sobre_lienzo,_100.5_x_119.5_cm\).jpg](http://upload.wikimedia.org/wikipedia/commons/5/52/VEL%C3%81ZQUEZ_-_Vieja_friego_huevos_(National_Galleries_of_Scotland,_1618._%C3%93leo_sobre_lienzo,_100.5_x_119.5_cm).jpg)

Readings:

- **El arte de la vida diaria** (p.116-117)
- **Franco vs. Intellectuals** <http://historiageneral.com/2011/09/21/miguel-de-unamuno-y-su-polemico-discurso-en-salamanca/>
- ***The Royal Family: El rey abdica (The King Abdicates)** http://politica.elpais.com/politica/2014/06/17/actualidad/1403037329_109394.html
- **Autorretrato, por Rosario Castellanos (p.113) -OR- Me llamo Rigoberta Menchú y así me nació la conciencia.** (Rigoberta Menchú, edited, see file on Teacher Canvas site)

Audio/Video:

- Video Flash Cultura – De compras por Barcelona (p.93)
- **Adiós Mamá (cortometraje) p.107**

Bold = text of focus for this unit